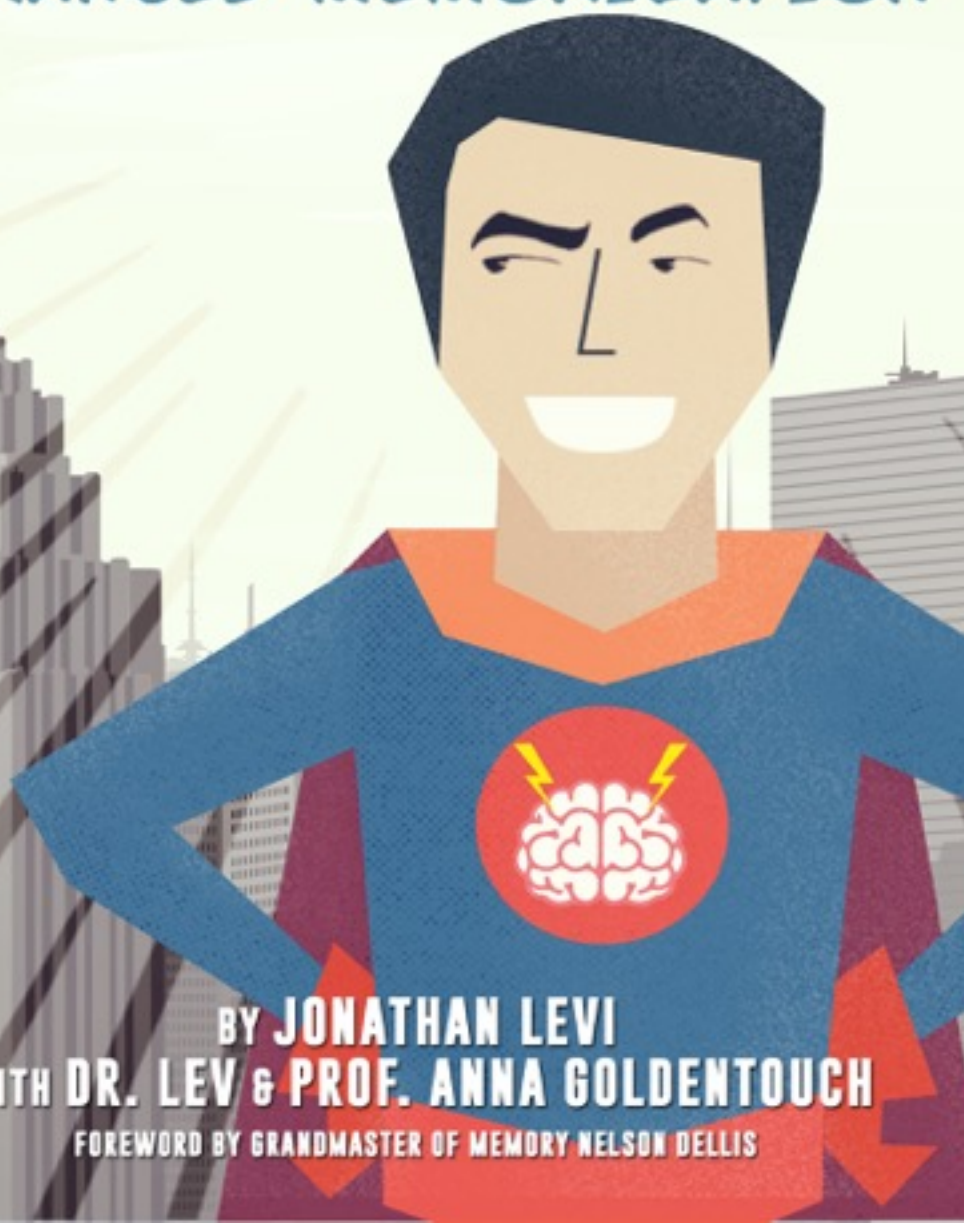


BECOME A SUPERLEARNER

LEARN SPEED READING AND
ADVANCED MEMORIZATION



BY JONATHAN LEVI
WITH DR. LEV & PROF. ANNA GOLDENTOUCH

FOREWORD BY GRANDMASTER OF MEMORY NELSON DELLIS

Become a SuperLearner: Learn Speed Reading & Advanced Memory

**By
Jonathan Levi
With
Lev Goldentouch
Anna Goldentouch**

J. Levi Publishing

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Become a SuperLearner: Learn Speed Reading & Advanced Memory

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To my loving parents and godparents, who taught me to value learning, knowledge, and self-improvement above all else.

FOREWORD

I became a SuperLearner by accident in 2008.

I had just taken a year sabbatical from grad school and moved to Chicago to chase a girl (which was a horrible idea given the fact that it was right at the front of the recession), and I was having some serious trouble finding a quality job. Story short, I ended up waiting tables for a year.

In the process of finding work, I had a lot of free time on my hands. A lot of it was spent applying to jobs, but the rest was spent on a couch reading. It started with books about the brain. How memory worked, what memory was, how we perceive things, why we perceive things, names and descriptions of parts of the brain, neurological diseases and disorders – the whole gamut. You see, my grandmother was in very advanced stages of Alzheimer's, which kept me constantly with her memory on my mind.

That eventually led me to investigate curious anecdotes of curious people with curious brains. The most famous one being Kim Peek (the inspiration for the 1988 film, *Rainman*), an autistic savant who was able to read and memorize two pages of books at a time or count the amount of dropped toothpicks in seconds. Less famous were people like Rüdiger Gamm, a mental calculation prodigy who could calculate any 2-digit number's power (provided the power was a lowish number), and Ben Pridmore, one of the best competitive memorizers in the world and the at-the-time world record holder for memorizing a deck of cards (in 24.74 seconds!).

The fascinating thing about these latter “savants,” was that they were actually just ordinary people (or at least they claimed to be). They claimed to have taught and trained themselves those mind-bending abilities. Ben and his memory fascinated me simply because I had always had a poor memory and absolutely refused to believe it was a thing

I could just train and turn on. Because of my grandmother's increasingly failing memory, I was especially interested in improving my memory.

I spent the next few months trying to learn as much as I could, but it was a tricky thing trying to find all of the information in one place. I would find an out-of-date book about this technique over here, that failed to mention an even better technique for that over there, and the rest was all scattered over the internet. I remember it being very frustrating. Back then, and pretty much still to this day, there have not been any books that really smash it out of the park with having all the right techniques and tools in one place. Thankfully, *SuperLearning* does. The authors of this book have concentrated, condensed, and made easily digestible all the things you need to be a well-rounded Super Learner, all into one book. I seriously wish I had had this book back when I started.

But now *you* do.

Fast forward a year after I started learning Super Learning techniques, my grandmother passes away and I move back home to Miami to finish grad school. Her passing gives me motivation and inspiration like I have never felt and I end up taking my memory skills to the next level. Long story short, I ended up winning the championship 3 times between 2010 and 2014, but I developed skills that changed my brain for my entire life. As a result of SuperLearning, I have changed the way I live my life and approach absolutely everything. It was the single most important addition to my life.

Now it's your turn!

Nelson Dellis
4-Time USA Memory Games Champion
March 2015

PREFACE

“What you have in your pocket, anyone can take. What you have in your mind, nobody can.”

-Unknown

This course was developed out of a deep passion for personal development and a sincere desire to help others learn more effectively. By the end of this course, you will improve your memory, learn the skills to increase your reading speed, and increase your comprehension. In short, you will become a SuperLearner.

What is a “SuperLearner”? A SuperLearner is a person who has a deep and burning thirst for vast amounts of knowledge, and the means, skills, and habits to acquire that knowledge rapidly. A SuperLearner simply seeks to push beyond the boundaries of traditional, laborious learning, and add skillsets to his or her life that vastly improve their effectiveness in our information-driven world.

The skills, methods and techniques taught in this course have helped tens of thousands of students increase their reading speed, “hack” their learning process, and develop the infrastructure for remembering an influx new information. Though originally offered as a bestselling online course, the material has been meticulously and lovingly adapted for both paperback and eBook formats.

As Jonathan walks the reader through the process of becoming a SuperLearner, he refers to the currently popular idea of “life hacking.” *Wikipedia* defines “life hacking” as follows:

Life hacking refers to any trick, shortcut, skill, or novelty method that increases productivity and efficiency, in all walks of life. It is arguably a modern appropriation of a Gordian knot - in other words, anything that solves an

everyday problem in an inspired, ingenious manner. (Ref: <http://jle.vi/gc>)

Terminology changes from generation to generation. However, the ability to become a SuperLearner is irrespective of age or generational terminology. Whether you are seeking to “hack” a solution, “learn” a new skill, “develop” a new habit, “ace” the ability to learn, or “keep” your mind sharp, this course will guide you through the steps necessary to accomplish your goal. If your goal is to be able to read faster with greater comprehension and set up a structured system for accessing the information you learn, then this course will help you obtain those goals.

The course lays out progressive steps with each section introducing new skills, which build upon the previous section. There are homework assignments and quizzes in each section. The homework provides the necessary practice to develop the skills of a SuperLearner.

Therefore, it is vitally important that you progress through each section in the order presented. If you skip around, you may very well become frustrated and miss the ultimate skill of becoming a true SuperLearner.

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Thanks for downloading our free preview!

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ABOUT THE AUTHORS

Jonathan A. Levi SuperLearner (800+wpm), Life Hacker,
Entrepreneur, Investor

Dr. Lev Goldentouch, Lifehacker And Technology Guru

Prof. Anna Goldentouch, Education Guru

OTHER BOOKS AND COURSES

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- Chapter 1: How the Course Came To Be
- Chapter 2: Course Syllabus And Timeline
- Chapter 3: Learning How To Learn
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- Chapter 5: An Overview Of What You Will Be Learning

CHAPTER 1: HOW THIS COURSE CAME TO BE

My name is Jonathan Levi. I have the distinct privilege and honor to explain the skills taught in this course. Along the way, you will learn how to develop those skills to become a SuperLearner.

My friends and coauthors, Dr. Lev Goldentouch and Prof. Anna Goldentouch, answer common questions from current and former students in the “Ask Dr. Lev” and “Ask Prof. Anna” sections in various chapters. We each are excited to offer this course, to help you become a SuperLearner, and to open doors that enhance your lifestyle. If you have additional questions, please feel free to use the links in the PDF Syllabus to contact myself, Dr. Lev (via the *KeyToStudy* blog), or to post in the course *Facebook* Group.

WE BEGIN WITH A STORY..

Before we get started, I would like to tell you a quick story of how this course actually came to be. Several years ago, I was working in a venture capital firm with some very smart people. I came to know Lev Goldentouch who was working in one of the startups in the firm.

Lev and I started to talk. Before long, we started sending each other articles from *TechCrunch* or *Psychology Today*. We had many similar interests.

However, I noticed something interesting. When I would send Lev an article, I would get a reply back in about a minute or two with half a page of comments. Lev also had a habit of sending me five to ten news articles every morning as he sat there and drank his coffee. These articles were often sent about a minute or two apart and all came in the span of under half an hour.

Eventually, I started to wonder what was up, and so I went into Lev’s office. I saw him scrolling up and down on the page. I said, “Lev, if you are not actually going to read the

article, just tell me you are not interested and that is fine, I will stop sending them.” Lev told me, “Actually, I did read the article.”

When I looked into his comments, I saw that, in fact, his comprehension of the article was extraordinarily high. I said, “Oh, you read the article before I sent it to you.” However, I was mistaken. I saw Lev scrolling rapidly on a page as we chatted, and continued my line of inquiry: “So, you're scrolling through and skimming the articles?” Lev replied, “No, the speed at which I scroll is actually the speed of me reading.”

I was shocked. I immediately scoffed, “How's that possible? How do you have that level of detail and clarity when you are scrolling on the page as fast as I would scroll if I were searching for something?” Lev told me that his wife, Anna, is one of the leading specialists here in Israel in the field of speed reading and SuperLearning. I am a big believer in kismet, and on that day, it was working in my favor.

I had previously tried to learn the skill of speed reading and, quite frankly, never succeeded. I tried Tim Ferriss' *PX Method*, and the Evelyn Wood's *Seven-Day Speed Reading and Learning Program*. I learned to scan and turn pages very quickly, but my comprehension was appalling.

When Lev and I checked, my speed was actually about 450 words a minute, with 20 to 30% comprehension. Lev, on the other hand, was comfortably reading about 1200 words a minute - at 80 to 90% comprehension. The difference was dramatic. Lev was able to read a 300-page book in about an hour and a half, tell me *all* the pertinent details, and where to find everything.

I have always been interested in accelerated learning and life hacking. In fact, I was on my way to a condensed ten-month MBA program, where I would have a ton of reading and a ton of stress.

Lev generously offered to introduce me to his wife for one-on-one training sessions. I took Anna's course, (which

was *not* cheap, by the way) and it took about six weeks. Those six weeks changed my life more than I could have ever imagined.

In the process of obtaining my MBA, I would find myself reading the pages of an exam and then looking up to rest my eyes as I planned about my response. Without fail, everyone else in the auditorium would take another 10 to 15 minutes to read the exact same content.

There were many funny times where study group mates would comment, “You know, we’d appreciate it if you would actually read the article.” I echoed Lev’s words to me earlier, “I read the article. Check out page 32, Exhibit C. You will find the exact information you’ve been looking for.”

NO “GENIUS” DESIGNATION REQUIRED

It is very important to note that Lev, his wife Anna, and I are not particularly genius people. However, we each were taught to learn quickly and effectively. We have learned to take advantage of the things that our brains are most drawn to, and we are now able use that understanding to accelerate our learning and understanding.

Now, ever since I acquired this skill, I have had many people ask me how they too can learn to do the same thing. I have shared Anna’s course with a number of people. In fact, a few of my friends have taken it, either in person or on Skype. However, Anna is only one woman, and a mother of three at that, and, as I mentioned, her course is not cheap.

That was the beginning of the brainstorming sessions. Anna, Lev and I wanted a way that we could share this incredible skill set with the world.

I was taking some courses online, including one on *Udemy*, and I thought it would be a great platform to teach this skillset to many people. Anna's course had never been recorded, and other than one-on-one Skype sessions, had never been taught online before. Lev, Anna, and I thought it would be a great way to spread the potential of Anna’s

teachings. We collaborated on the course and result was our bestselling online course on *Udemy*. At the time of this publication, we are among the most successful paid courses of all time having enrolled roughly 25,000 students!

Our next goal was to produce this book, so that many others may have the opportunity to become SuperLearners.

LAYING THE GROUNDWORK

You are probably very eager to get started. However, there are a few more things to cover as we lay the groundwork for effective use of this course.

First, at the end of some chapters, there are recommended supplementary materials that are hyperlinked in the PDF Syllabus (see Chapter 2). Pay attention to these resources, as they are an integral part of this course.

HOMEWORK

Download the Syllabus for this course at <http://jle.vi/pdf>.

After you download the Syllabus, check out the recommended supplementary materials for this chapter. The supplementary material is a vital part of this course. As you interact with the material, it will increase your ability achieve your goal of becoming a SuperLearner. More on that later.

CHAPTER 2: COURSE SYLLABUS & PROPOSED TRAINING SCHEDULE

ONLINE RESOURCES

SuperLearner Syllabus: This is an extremely important document because this gives you all the resources that we cover in the course with convenient and easy to find links. Begin by downloading the PDF Syllabus at <http://jle.vi/pdf>. Please note the sections and chapters of this book correspond to the Syllabus. The resource material and exercises are clickable links in the PDF file, and provide much faster access to the online exercises and external resource material utilized in this course.

It is imperative to note that all the exercises and all the supplemental resources are integral parts of this course. The exercises are designed specifically to achieve targeted skills, and fulfill some of the psychological requirements for adult learning. The supplemental resources give you not only practice and improve skill sets, they are also an important part of training your mindset and ensuring your success as you go through the course.

Browser Bookmark ZIP File: If you are tech savvy, you may also choose download the SuperLearner Bookmarks ZIP file (<http://jle.vi/bookmarks>), which you can import into your browser to add instantly all of the resources to your bookmarks.

PROPOSED TRAINING SCHEDULE

“How Long Until I Will Be Able to...?”

Students love to ask these types of questions, and the answer is always: “*it depends.*”

This outline serves as a rough timeline that will apply to the average student. Of course, every student arrives to the

course with different levels of training, different learning challenges, and different bad habits. For this reason, different exercises and milestones will take longer for different people.

In each step, we try to provide an indication as to when you will know it's time move on. There is a suggestion along the side of the PDF Syllabus as to *roughly* where you should be each week.

Please note the Syllabus has been included below in a slightly different format. As always, use your judgement. If you need more time to master an exercise, then spend the time to accomplish your goal. Do not force yourself to move on just meet an arbitrary timeline. Because adult learners all have different schedules and responsibilities, the dedicated time for learning new skills may not be conducive to the schedule provided. Remember, it is a guideline.

REMEMBER: LEARNING IS NOT A SPECTATOR SPORT!

WEEK 1

SECTION 1: INTRODUCTION

- Chapter 1 About Us: How This Course Came To Be
- Chapter 2 Course Syllabus
- Chapter 3 Learning How To Learn
- Chapter 4 What is a “Super Learner,” Anyways?
- Chapter 5 Overview: What You Will Be Learning

SECTION 2: IMPROVE YOUR MEMORY: BUILDING THE SUPERLEARNING INFRASTRUCTURE

- Chapter 6 Why We Need To Improve Our Memory First
- Chapter 7 How We Store Information: A Very Brief Explanation

- Chapter 8 Why Images Are The Most Powerful Way To Remember
- Chapter 9 What Types Of Images Come Naturally To You?
- Chapter 10 The Theory In Action: Learning Something New

WEEK 2

SECTION 3: USING MENTAL MARKERS FOR LEARNING

- Chapter 11 What Do Pictures Have To Do With Reading?
- Chapter 12 Creating Effective Markers For Better Memory
- Chapter 13 Demonstration: Creating Markers As We Read
- Chapter 14 Trying Out Your New Skills
- Chapter 15 Linking Markers For Better Retention

WEEK 3

SECTION 4: PRE-READING AND PREPARATION

- Chapter 16 Pre-Read Before You Read
- Chapter 17 Creating An Intense Interest And Curiosity

WEEK 4

SECTION 5: READ WITH YOUR EYES, NOT WITH YOUR INNER VOICE

- Chapter 18 How Most People Read: Subvocalization
- Chapter 19 Saccades: Using Your Eyes As Effectively As Possible
- Chapter 20 Improving Your Eye Span: Wider Saccades
- Chapter 21 More Efficient Saccades

WEEK 5

SECTION 6: LET'S SPEED THINGS UP!

- Chapter 22 Speed Training With A Card
- Chapter 23 Training At The Speed You Wish To Read
- Chapter 24 Speed Tip: Tricking Your Brain Into Speeding Up
- Chapter 25 Creating Markers At Speed

WEEK 6

SECTION 7: SYSTEMS FOR CREATING AND MAINTAINING LONG-TERM MEMORIES

- Chapter 27 Mind Mapping
- Chapter 28 Memory Temples (Expanded & Improved!)
- Chapter 29 Number Memorization System
- Chapter 30 Chunking

SECTION 8: GOOD LEARNING HABITS

- Chapter 31 Sleeping And Learning
- Chapter 32 The Proper Learning Environment
- Chapter 33 Using Software To Help Us Maintain Memories

WEEK 7 AND BEYOND – NEVER QUIT

SECTION 9: APPLYING YOUR NEW SKILLS TO ANYTHING AND EVERYTHING

- Chapter 34 Tailoring The Skills: Dense Materials Or Textbooks
- Chapter 35 Tailoring The Skills: Learning Languages

Chapter 36 Tailoring The Skills: Never Forget A Face Or A Name

Chapter 37 SuperLearning By Video Or Audio

Chapter 38 Thank You & Congratulations

“Once you stop learning, you start dying.” -Albert Einstein

AT THE CONCLUSION OF THE SIX WEEKS:

You should also continue to monitor your reading speed and practice the relevant exercises until you reach at least 700 wpm with 85% comprehension. Usually, this happens around week 10.

CLOSING THOUGHT

1. Do something every day. Make the time for *at least* 10 minutes of practice every day.
2. Don't rush through the material. New skills take time to learn and then practice to perfect. You cannot become a concert pianist in six weeks, especially if you do not know how to read the notes on the music in front of you!

HOMEWORK

Check the PDF Syllabus for homework assignments and recommended supplementary materials.

CHAPTER 3: LEARNING HOW TO LEARN

This chapter will explain the necessity of overcoming some deeply ingrained bad habits and crutches in order to unlock our potential as a SuperLearner.

As we dive into the course, we are going to be ***relearning how to learn***. Of course, you have not gotten this far in life without an ability to learn. Yet, no matter where your skill level is for learning, you can benefit from learning these skills. Anyone from a struggling high school student to a skilled musician or top programmer can learn these skills and thereby increase their ability to learn.

Obviously, you know how to read, or you would not have bought this book. Second, you have a desire to increase your reading speed, comprehension, and memory skills in order to become a SuperLearner.

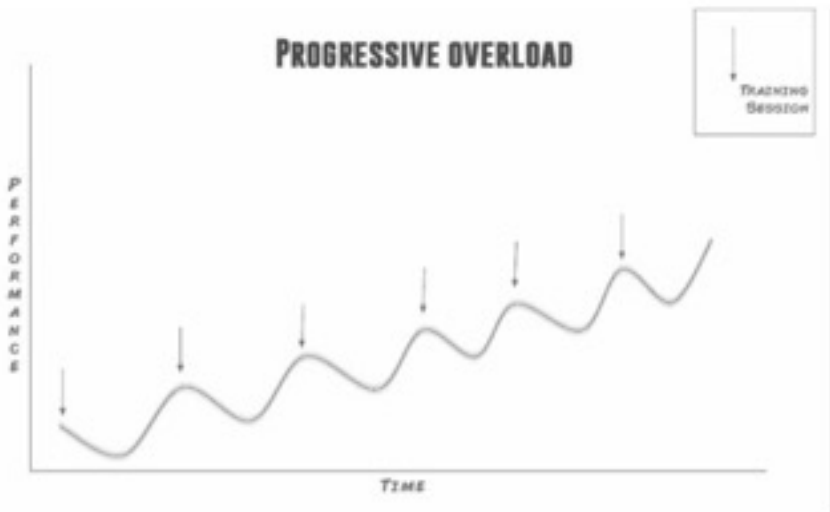
Congratulations!

You already have what it takes to become a SuperLearner. As mentioned earlier, the prerequisites for becoming a SuperLearner are determination, diligence, and learning how to best utilize brain functions.

However, we need to break a lot of the old learning habits and behaviors that have been ingrained in the past. Behaviors like laying in a dark room while reading and studying. Another behavior that is critical to break is the habit of "subvocalization." This and many other habits will be explained as we progress through the course.

TRAINING METHODOLOGY

By design, we are going to be using a training methodology called progressive overload. Weight lifters and bodybuilders use this same methodology. They consistently overload their body's capabilities forcing the body, or in our case, the mind to adapt.



Over time, in a sequence of adaptations, you will see dramatic improvements but that does not mean it is pleasant or easy along the way.

FRUSTRATION IS NORMAL

You are going to confront a lot of resistance as you try to break these old habits, and that is okay. It is part of the process. Just understand that speed reading and accelerated learning can help with a whole host of things, from attention deficit to memory issues.

We are going to get there. Just be patient with yourself. Do not beat yourself up and remember that some of these habits you have had for many years.

These habits are crutches that you have come to rely on. It is perfectly natural to encounter some resistance and difficulty in overcoming them. Do not worry, in time you will learn to walk and even run without those old crutches.

HOMework

Check the Syllabus for homework assignments and recommended supplementary materials.

CHAPTER 4: WHAT IS A SUPERLEARNER?

SUPERLEARNER DEFINITION

A SuperLearner is someone who is able to synthesize, understand, and retain vast amounts of information in a short time period.

In this chapter, we will meet some SuperLearners and begin to explore how they function. Check out the videos in the supplementary materials!

SuperLearner (noun): One who is repeatedly able to synthesize, understand, and retain vast amounts of information in abnormally short periods of time.

Now, let's make sure we have clear understanding of what exactly a SuperLearner is. In my mind, a SuperLearner is someone who is able to synthesize, understand, and retain a vast amount of information in a very short timeframe. I was personally first turned on to the idea of SuperLearning when I read Tim Ferriss' *The 4 Hour Workweek*.

Tim has his own strategy for accelerated learning, which leans heavily on something called the Pareto Principle. It is the idea that 20% of the results come from 80% of the efforts and 80% of the results come from 20% of the efforts. Tim then finds the 20% that is going to yield the 80% and he concentrates his efforts on that 20%. By concentrating on the 20%, he has been able to become a salsa champion, a sumo-wrestling champion, learn languages in short periods of time, and so on.

IMPORTANT:

SUPERLEARNING DOES NOT MEAN THAT WE ARE SACRIFICING QUALITY OF LEARNING OR DOING THE BARE MINIMUM. In fact, other famous SuperLearners include Elon Musk, the cofounder of PayPal, Inc. and CEO of

Tesla Motors, and SpaceX; or how about Tim Doner, a 19 or 20-year old kid who showed up on *YouTube* in May 2013, and has taught himself 23 languages (at various levels) since the age of 13.

In addition, another famous polyglot recently gave a *TED* Talk. His name is Benny Lewis. He has developed a system for fluently speaking a language in just three months. He has learned eight languages so far. He is definitely an amazing SuperLearner.

Make sure to reference the Syllabus for clickable links to the videos of some of these amazing people. One common thread that you will notice with all of them is not one of them claims to be geniuses. Take the time to watch these videos.

SuperLearners are not exceptional, geniuses, or gifted people. They are people with a desire to learn and unique methods to do so. They are learning *how* to learn.

In fact, the majority of these people say that anyone can do what they do. Benny, for example, struggled for years even to learn Gaeilge, the second language in his home country of Ireland. SuperLearners have trained themselves in various highly effective skills in reading, memory and so on to overcome all the usual challenges of education. With enough work, you will do the same.

HOMEWORK

Check the Syllabus for homework assignments and recommended supplementary materials.

CHAPTER 5: AN OVERVIEW OF WHAT YOU WILL BE LEARNING

CHAPTER OVERVIEW

This chapter will give you an overview into what we will be learning. While you may be excited to dive immediately into a book or an online course you have been meaning to get around to, it is important that we learn the skills in the appropriate order, so you get the most out of this course.

UNDERSTAND THE GOAL

Our goal is to become a SuperLearner. We understand there are old learning habits to break and new skills to learn.

Now, let's talk about how we are going to get there. I want to give you a quick overview of what we are going to be learning and in what order. I know you want to dive in and go as fast as you can. You may be tempted to jump around and try out different chapters in this book just to "see what they are" or "see if they work."

However, and this is a really big however, it is important you learn these skills in the appropriate order, so you get the most out of this course. ***Jumping around will leave you frustrated and, and will not teach you anything.***

First and foremost, in Part 2, we have to work on our memory. We have to gain a general understanding of how new information is learned.

In Part 3, we will start talking about "Mental Markers." This is a hugely important habit for effective learning. We will be spending quite a bit of time perfecting our skills there.

Then in Part 4, pre-reading and prep work, we are going to learn how to prepare our minds for intensive learning sessions with a brief overview of some best practices.

Once all that is done, in Part 5 we are finally ready to learn speed reading. We will be learning the difference between how most people read and how speed readers read. I will actually be teaching you some incredible techniques that will double or triple your reading speed almost instantly, and improve your comprehension and focus. Since we have done the groundwork of improving memory at that point, you will be able to comprehend and retain most of that information. In fact, you will retain much more than you could have ever imagined.

In Part 6, we will speed things up even more, with some hacks to smooth out the learning curve of speed reading.

By Part 7, you will have developed the capacity to absorb huge amounts of information very quickly; we will therefore learn how to store this information long-term.

In Part 8, we address healthy learning habits to give you that extra edge.

Finally, in Part 9, I will teach you how to tailor your new skills towards different things like learning languages, meeting people, absorbing online classes, and much more.

Let me just say, I know it seems like a long journey until we get to the really sexy parts like speed reading; however, ***please be patient***. As I said, it is important we take things step by step. This course is not meant to be consumed in a day, a few days, or even a couple of weeks.

Along the way, you should practice the different skills and exercises we are going to give you. Together, these exercises should be practiced 20-60 minutes a day until you see significant progress. Only then should you move on to the next set of exercises. It is fine to read the next set of chapters or section, but ***do not rush yourself***.

Practice: 20 to 60 minutes a day until you see significant progress and then move to the next set of exercises

Every skill is going to build on previous skills. It is like building a brick wall. If the foundation is faulty, the wall will crumble. If even one row of bricks is set off center, the wall will not hold in strong winds. Learning the skills in order and learning them well will prepare the foundation for your future learning endeavors and will hold fast in the heat of MBA exams, oral exams or jobs that require tons of reading and recall.

It is better to take an extra day, or even a week, to learn the skills in order to get the most out of the exercises than to push yourself to meet some arbitrary time designation in order to rush through the course. Move forward at your own pace and keep progressing in the learning process. Shoes do not come in just one size. Individuals do not progress at the same rate. It is okay to learn new skills at your pace.

The caveat is to practice daily. The old adage always applies to learning new skills – ***use it or lose it.***

ONE LAST THING

Okay, we have just one more very important thing to cover before we get started.

I want you to grab a writing instrument. I want you write down in the space provided below 3 to 5 different goals and/or reasons why you want to become a SuperLearner.

Explain to yourself why this is an important thing for you to acquire and why are you going to put in the work to make it happen. Later on, when we talk a little bit about the requirements for adult learners, you will understand why this was such an important step to complete in advance.

So, go ahead and write those things down. Do not skip this step. It is really extremely important.

***MY GOALS / REASONS
FOR WANTING TO SUCCEED IN THIS COURSE***

1.

2.

3.

4.

5.

***ASK DR. LEV: SETTING YOUR SUPERLEARNING
GOALS***

When you try to develop SuperLearning skills, it is very important not to lose sight of your goals.

Do I want to develop a super-skill? Super-skills set us apart from other human beings, help promote our reputation on LinkedIn and draw people to us in various ways we enjoy. However, this comes with a price. While the word record in speed reading is above 10,000 words per minute, I do not know anyone who actually needs to read THAT fast. I have spent almost 10 years developing my learning skills, and I hold a modest 2000 words per minute position. Jonathan and most of my best students stop around 1000 words per minute. Why? They just cannot afford to read hundreds of articles per week. If you really want to excel, you need to spend at least 1-2 hours per day speed reading. Do you have enough curiosity, time and willingness to read that much?

Do you want to read FAST? Reading at 1000 wpm is very fast. Often other people look at this in disbelief. You could read almost any article in minutes, forming a qualified opinion on almost any subject. This is a proper result of our SuperLearning course done right.

Now the question is how do you keep the speed from dropping? You will start to lose speed if you:

- Do not read at least 15 minutes a day
- Jump from language to language without training in one language consistently
- Do not get enough sleep

Therefore, before you get to 1000 wpm, ask yourself, “What kind of material will I enjoy and can easily obtain that will keep me speed-reading at least 15 minutes a day?”

Do you want to pass exams? If you want to pass exams, the core value of this course is improving your retention and not your reading speed.

- Do spend more time on various ways to make markers and link them together.
- Do spend more time on finding your personal style

HOMEWORK

Check the Syllabus for homework assignments and recommended supplementary materials.

SECTION 2: IMPROVE YOUR MEMORY: BUILDING THE INFRASTRUCTURE FOR SUPER-LEARNING

- Chapter 6: Why We Need To Improve Our Memory First
- Chapter 7: How We Store Information: A Very Brief Explanation
- Chapter 8: Why Images Are the Most Powerful Way to Remember
- Chapter 9: What Types of Images Come Naturally to You?
- Chapter 10: The Theory In Action: Learning Something New

CHAPTER 6: WHY WE NEED TO IMPROVE OUR MEMORY FIRST

CHAPTER OVERVIEW

We are going to start our journey by improving our memory. This chapter will explain why that is so important.

Fortunately, this is not boring stuff at all. This is a general theory of how to improve learning, not just for reading, but also for meeting new people, learning new skills, and more. While we work our way through the course, you will be able to apply these skills in your everyday life, and that by itself is an important aspect of learning.

THE HOSE AND BUCKET METAPHOR

So, let's dive in and start by improving our memory.

To understand why we need to improve our memory first, I want you to imagine a bucket. Above that bucket, you have a funnel and pointing into the bucket right now is your average garden hose. Filling the bucket is no problem, right?



Now, imagine we switch out that garden hose for a fire hose. Big problem, right? The funnel overflows, water spills everywhere. In about a second the bucket overflows, too, and it is not long before you have to shut the water off completely.



If we take this metaphor for our learning process, it is easy to understand why we have to upgrade the bucket first, and then the funnel before we finally upgrade the hose.

SuperLearning is only possible with the proper infrastructure in place.

This is to say that without the right infrastructure, speed reading is useless, even impossible, and that is why I personally failed twice before reaching Anna's course.

As a demonstration of my reading speed, imagine scrolling through a webpage at a constant, steady pace. Now, reading this quickly is actually not nearly as challenging as you might think.

Comprehension (or what we call markers (mental images that have been created)/storing memories) at this speed is a

very different challenge. That is why we must improve our memory first.

ROTE MEMORIZATION AND/OR CHILDHOOD MNEMONICS

Most of us, when we have to learn new information, are subjected to rote learning (memorization of information based on repetition) or the mnemonic devices of our childhood, such as, I before E except after C, or the mathematic algorithm, PEMDAS (parentheses, exponents, multiplication/division, addition/subtraction).

These methods are hugely effective for children learning simple things like mathematical conventions, but they do not allow us much flexibility with the information, and we become highly dependent on them. How many of you, for example, have to think back to the alphabet song before you can confidently declare what the 11th letter is in alphabet?

NEW MEMORIZATION SKILLS

What if you were required to memorize:

- Information that is much more complex
- The chronological order of historical events
- All the ligaments in the human body

For those types of learning requirements, you need an entirely new set of memorization skills. You would need skills that give you a richer understanding of material extending way beyond songs or acronyms.

Don't worry; it is actually much more fun than it sounds. This is a general theory on how to improve learning, not just for reading but also for meeting new people, learning new memorization and retention skills, and much more. While we work our way through the course, you will be able to apply these skills in your daily life, and that feeling of success will only accelerate your progress and motivation.

IF YOU DON'T USE IT, YOU LITERALLY LOSE IT!

HOMEWORK

Check the Syllabus for homework assignments and recommended supplementary materials.

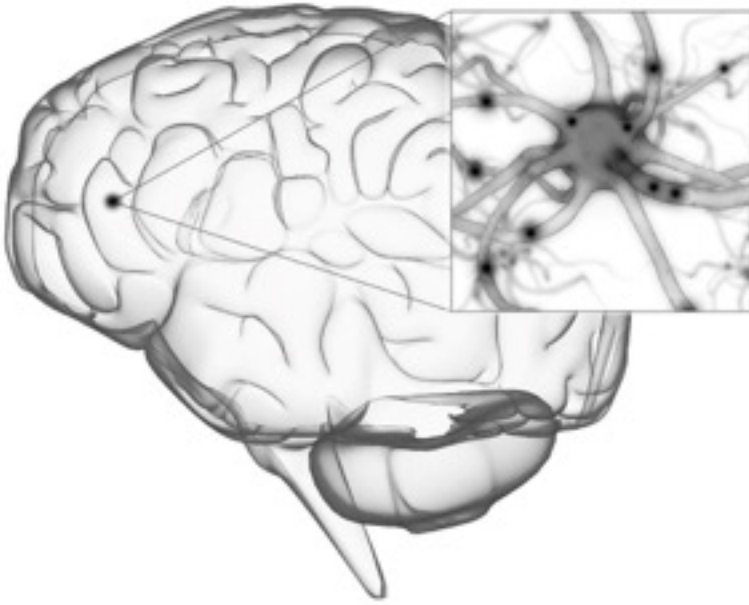
CHAPTER 7: HOW WE STORE INFORMATION: A VERY BRIEF EXPLANATION

CHAPTER OVERVIEW

This chapter is extremely crucial. It explains the inner workings of the brain (in layman's terms), and helps us understand how we can "hack" the system our brain uses to record information. No prior knowledge is required, and the supplementary information below is optional, just in case you are curious to learn more!

YOUR BRAIN

Now, I am not a cognitive scientist, and, so you are going to have to forgive this very basic explanation. It is important that you understand why we do some of the strange things that we are going to do in this course, and how this relates to the actual inner workings of your brain.



Your brain is made up of tiny little cells called neurons.

These electrically excitable cells process and transmit information using electrochemical signals. These signals are called synapses.

Synapses are specialized connections between the cells, but that is not relevant at this point. What you need to know is that neurons connect to each other, and form neural networks.



Now this is where it gets **really, really** important.

The more connections there are to a neuron, the less likely it is to be removed or to fade away.

To give you a metaphor, I want you to imagine two roads. One is a six-lane highway connecting eight medium sized towns, and another one is a country road connecting one house to another.

Which road is more likely to receive regular maintenance and improvements? Which road is more likely to be neglected and eroded from lack of maintenance?

For example, this is why you rarely forget information like your childhood address, even if you have not used it for years and years because there are so many connections, and stories, and experiences, around that piece of information.

Your brain determines critical information and never lets it erode away.

Your brain determines information that is critical and will never let it erode away. Knowing this can benefit us tremendously. The process of SuperLearning necessitates that we create more connections to the information we want to learn. This way the brain is forced to remember the information like it would remember everyday information that we use.

Think about how children learn, for example. They pick up a spoon, and they play with it time and time again. They eat with it; they drop it on the floor; someone picks it up and gives them another one; and the child drops it again. All the while, they are building connections; understanding; a history around that spoon; what the spoon does; and how it feels in their hand and mouth. Finally, they learn to remember the name – spoon.

LEARNING TO CREATE NEW MEMORIES

This is also why writing things down, and/or creating **mnemonics** is a useful tactic for learning. You are simply creating new memories in the form of stories, songs, muscle memories, or sentences. You are associating new information to a word you already know, such as the popular "FOIL" mnemonic in mathematics (first, outer, inner, last for the order of mathematical operations).

As we have said before, we can go far beyond this. We can build connections in a much more efficient and rich way and that is what we are going to be learning.

Ask Dr. Lev: Neurons and Long-Term Retention

Neurons are arranged into clusters of neurons that fire together making each other stronger. For long-term retention you do need to connect your new information with an existing strong pattern (prior knowledge), or generate a new strong pattern by collecting many pieces of strongly related information (cool exciting trend) or by spaced repetition (hard work). Weaker relations will help creativity, but will probably not generate long-term retention.

HOMEWORK

Check the Syllabus for homework assignments and recommended supplementary materials.

CHAPTER 8: WHY IMAGES ARE THE MOST POWERFUL WAY TO REMEMBER

CHAPTER OVERVIEW

In this chapter, we do an important exercise to demonstrate how effective your brain is at recognizing a huge amount of information very quickly through imagery.

In the supplementary materials, you will find another *TED* Talk about memory, from a U.S. national memory champion. He started out as a normal guy. He explains how he (and other memory champions) uses vivid imagery to remember long lectures, decks of cards, and so on. We also mention this *TED* Talk in Chapter 27, so you can watch it now or later on in the course.

REMEMBERING PICTURES IS EASIER THAN REMEMBERING WORDS

Evolution has yielded us some pretty interesting skills. We have been telling oral histories for thousands of years. These tales pale in comparison to the amount of time we have been hunting and gathering. For this reason, not only can we spot an approaching predator very quickly, we can also remember pictures far better than spoken words.

This is super useful if you need to remember where you saw that herd of buffalo going, or what that berry looked like that made everyone really, really sick. Because of this evolutionary development, visual information is simply easier to recall than auditory information. It also has to do with the fact that pictures are more encoded.

Pictures are imbued with rich information such as color, context, shape, and size. They are more likely to have a higher number of neural connections (connections between neurons, which send information via neurotransmitters).

PICTURE EXERCISE

To demonstrate this, I want to go through an exercise. Below is a picture. I want you to look at the picture for just two seconds. I want you to try to understand as much detail as you can about it in that short amount of time. Then, cover it up with your hand and do not cheat.



What are the people doing? How are they feeling? What is the context? I bet you, if I asked you to, you could write me at least a thousand words about the composition, where things were laid out, what the meaning and significance of the photo is. A photo is just information, and you have just read and remembered thousands of words worth of information in a matter of seconds. ***This demonstrates how effective it is to see things as pictures and symbols rather than auditory information.***

Learn to transform concepts, ideas and other information into pictures. The best types of pictures are

strange, bizarre or emotionally connected to memories.

For this reason, we have to learn to transform concepts, ideas, and other important information into pictures immediately when we encounter the data. The best types of pictures, by the way, are strange, bizarre or emotionally connected to memories. We will be covering that in a little bit more detail soon.

THE NEUROSCIENTIST'S STORY

For now, I want to tell you a pretty interesting story that actually happened while I was building this course. I was chatting with a neuroscientist from Austria. We were talking about the process of learning, neural networks and, specifically, how it related to languages.

We began to talk about different ways to learn, and she recanted a story to me of when she was in med school, long before she started to understand how the brain functioned. Apparently, one of her first tasks was to memorize all of the bones in the human body, which is a momentous task.

She was telling me that she struggled a great deal in memorizing the bones. This was because she was simply looking at the bones in a diagram - a very undetailed image without any emotional connection. She said she struggled and struggled.

Then, the next assignment she had was to memorize all of the ligaments in a human body. The way that the students in the class learned was much more memorable, though: they had to dissect a cadaver from top to bottom. She told me, "I promise you, I will never forget a single ligament in the human body."

One thing that really caught my attention is how she described it. She told me,
"Those images will never leave my mind."

Now, I think it is important to draw a conclusion from this. It is important to realize that in both situations (the textbook with the bone diagrams and the cadavers) there were images involved. However, the **detailed experiential images** of the cadaver, the very concrete minute details were what allowed her to memorize the ligaments much better than the bones.

This is a really interesting segue, because in the next chapters, we are going to be talking about what types of images are most poignant and most memorable, and also how we can better store images laced with significance and meaning to improve our long-term memory.

HOMEWORK

Check the Syllabus for homework assignments and recommended supplementary materials.

CHAPTER 9: WHAT TYPES OF IMAGES COME NATURALLY TO YOU?

Now, there are different types of images, of course, and different types of images will be more effective for different types of people. Let's do a quick test to determine if you choose the **stereotypical** (catalog) image, a **personal** (favorite) image, a **fictional** (comical) image or a **graphical** (drawing) image.

From there, we know what images you should be imagining and which ones will be most effective for you.

I want you to imagine a coffee cup. You can close your eyes if you want or keep them open, but imagine that coffee cup as vividly as possible. What is the design of the coffee cup? How tall is it? How full?

Congratulations - you just created your first "marker."

What type of image did you choose for your marker?

Is it a stereotypical coffee cup that you might have seen in a catalog? Is the cup one you just made up? Is it a coffee cup that you remember from a previous experience? Do you see the cup as a drawing? Take note of this because this is most likely your ideal style of image.

Of course, if you choose a coffee cup that already has neural links, such as the one your mother used to sip from while she made you breakfast, that is best. It will allow you to link new information about coffee and coffee cups in general to those preexisting, deeply encoded memories.

Sometimes you will get personal images and sometimes not. You have to learn to go with what comes naturally, i.e., what pops in your head at the moment. Try to lean towards whatever type of image you find is most conducive for you to remember. Just relax and go with the image that comes to mind.

There are two important points to remember when you start creating these images. First, make sure that the images

are as detailed as possible. Not just a coffee cup, but a ruby red coffee cup about half full with a little handle and a textured finish.

Second, make sure that you create connections, memories and stories based on that image, even if it is a fictional one. Imagine a character you know drinking from it. This is very slow going at first. Believe me, I understand that; however, we are working towards building up a **vocabulary of pictures and reference points**, just like you have a vocabulary of words.

EVENTUALLY, YOU SHOULD HAVE A MENTAL IMAGE (A.K.A. "MARKER") FOR JUST ABOUT EVERYTHING YOU WISH TO REMEMBER.

This will give you reference points, and various memories and ideas that you can connect around coffee cups, cars, groups of people, whatever it is.

Dr. Lev Explains Images

You can use any image as long as you infuse it with meaning. This meaning may come from your own life, some fictional or nonfictional histories you know, your creativity, etc. You may combine some or all of the meanings.

Typically, images are either highly creative or highly logical. Imagine you run a Google image search. If your marker is easily recognizable, the initial marker visualization is good enough. The details and links are added to the marker by connecting markers with other information within the text or context.

WHAT IF YOU HAVE A HARD TIME VISUALIZING?

This difficulty is fairly common. Perhaps 10% of people have difficulty visualizing.

Here are our recommendations:

Work to develop this skill. You can view images and then close your eyes and try to recall them. During the recall process, engage as many senses as possible, i.e., how does it feel, smell, taste? It is possible to succeed in this course without developing a strong visual memory, but it will be much more difficult.

Try to see what types of images are easier for you to visualize and focus on them, i.e., comic characters, photographic images, pencil sketches, paintings.

You may have an easier time remembering other sensory information, such as feeling heat or cold, smelling chocolate, etc. If so, that is fine. These sensations can also be markers.

Some students who have difficulty visualizing images find it easier to relate to diagrams or colors as memory points or triggers.

The main point is not to give up. You will figure out something that works for you.

HOMEWORK

Check the Syllabus for homework assignments and recommended supplementary materials.

CHAPTER 10: THE THEORY IN ACTION: LEARNING SOMETHING NEW

This entire chapter is an exercise to practice the use of visual markers, and demonstrate how effective they are.

Let's dive into an exercise. I am going to throw some random concepts at you, and I want you to try to make "markers," or mental images, for each of those concepts:

CALIFORNIA

For example, if an article talks about California, you convert California to an image. I want you to take note of what type of image you chose for California. Is the image stereotypical, personal, fictional or graphical? Try to connect the image of California to one or two existing memories that you have.

WORLD WAR II

Try converting World War II to an image. Is the image a movie you saw with a friend, or a museum you visited? Do not create just a generic concept of World War II such as a warplane; be very specific in creating the image. Can you hear the planes and the bombs? Can you see the flag being raised at Iwo Jima? What is the first image that comes to mind when think of World War II?

NOW, TRY IT ON YOUR OWN

I want you to open any random *Wikipedia* article or use the featured Wiki of the day in your chosen language. I want you to choose about 10 to 20 concepts or ideas in that article, and convert them to images – or what we call "markers".

Once you have those 10 to 20 markers, and you have taken time to link them to your own memories, I want you to try to play them back. Can you name all 10 to 20? Is there a difference between the ones that you do remember and the ones that you do not?

Most likely, the ones you are going to remember are the ones you have best described with highly meaningful and concrete images, images that are well linked to other memories of yours. You can try this a few times and see how you improve over time. If you want a real challenge, I want you to try to remember them in chronological order.

Now, as you go about the rest of your day or week, **try this with anything you are trying to learn**, either for work or school or even in this course. Choose something you want to remember, and create a visual mental marker for it. Get as detailed as possible and see how it actually helps you learn more effectively.

HOMEWORK

Check the Syllabus for homework assignments and recommended supplementary materials.

THANKS FOR DOWNLOADING OUR FREE PREVIEW!

**WE HOPE YOU HAVE ENJOYED IT, AND THAT IT HAS
EMBARKED YOU ON A LIFELONG JOURNEY OF
ACCELERATED LEARNING.**

**IF YOU WISH TO KEEP READING, PLEASE CONSIDER
PURCHASING THE FULL BOOK ON [AMAZON](#) OR THE
[APPLE IBOOKSTORE](#)**

APPENDICES

Appendix 1: Baseline Reading Speed and Retention Test 1

Appendix 2: Reading Speed and Retention Test 2

Appendix 3: Reading Speed and Retention Test 3

Appendix 4: If You Have Questions

APPENDIX 1: BASELINE READING SPEED AND RETENTION TEST 1

In order to understand and measure your progress in both reading speed and quality of retention, let's assess your baseline reading speed and comprehension.

Question 1:

Instructions:

Read the following text at the fastest speed you can, while attempting to remember and store at least 80% of the pertinent details. Use a timer, starting and stopping at the indicated points, to measure your speed. Once you have completed reading the selection, you will be asked a series of questions that test your understanding and retention of the material.

Speech: Copyright Franklin Delano Roosevelt, 1941.
View the full text here: <http://jle.vi/roosevelt>

--START YOUR TIMER--

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

Yesterday, December 7th, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it

seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

And this morning, the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander in Chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph -- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.

--STOP YOUR TIMER--

How long did it take you to read this text (518 words) with $\geq 80\%$ retention?

- Under 1 Minute (Over 500 words per minute)
- 1:00 - 1:30 (300-500 words per minute)
- 1:30 - 2:00 (250-300 words per minute)
- 2:00 - 2:30 (200-250 words per minute)
- 2:30 - 3:00 (175-200 words per minute)
- Over 3 Minutes (Less than 150 words per minute)

(To get an exact number, divide 518 by the number of seconds on your timer, then multiple by 60. For example, if it took you 2 minutes 20 seconds, you would divide 518 by 140 seconds and multiply by 60, for a result of 222 words per minute.)

- Reading Speed: _____ wpm

Question 2:

What day was the speech delivered?

- December 7, 1941
- December 1, 1941
- December 8, 1941

- December 9, 1941

Question 3:

The Japanese failed to reply to the message sent by the United States.

- True
- False

Question 4:

Which of the following had **not** been attacked by Japanese Forces at the time of the speech?

- Hong Kong
- Guam
- Wake Island
- Midway Island
- Marshall Islands
- Oahu
- Philippine Islands

Question 5:

In addition to the land attacks, US ships between San Francisco and Honolulu were targeted in which type of attacks?

- Kamikaze
- Fire bombing
- Torpedo
- Cannon

Question 6:

The speaker is delivering his speech in his capacity as:

- Commander of the Navy
- The President of the United States
- The Secretary of Defense
- The Commander in Chief of the Army and Navy

Question 7:

The speaker describes the acts of the Japanese forces as “unspeakable.”

- True
- False

Question 8:

Which phrase does the speaker **not** mention in his speech?

- Japanese Ambassador
- Secretary of State
- Pearl Harbor
- Washington, D.C.
- Mr. Vice President
- Malaya

Answers

1. Reading Speed: _____ wpm
Reading Retention: _____ %
2. December 8, 1941
3. False
4. Marshall Islands
5. Torpedo
6. The Commander in Chief of the Army and Navy
7. False
8. Pearl Harbor

APPENDIX 2: READING SPEED AND RETENTION TEST 2

We have yet to get into speed reading itself, but by now, your comprehension should have improved dramatically, and with the skill of pre-reading, you should be able to read a little bit faster.

Check your progress with this quick speed and comprehension test.

If you do not see a major improvement in your speed, don't worry: that is coming up in this chapter. You should however see a marked difference in your retention score.

Question 1

Instructions:

Read the following text at the fastest speed you can, while attempting to remember and store at least 80% of the pertinent details. Use a timer, starting and stopping at the indicated points, to measure your speed. Once you have completed this question, you will be asked a series of questions that test your understanding and retention of the material.

--START YOUR TIMER--

Ladies and Gentlemen,

I'm only going to talk to you just for a minute or so this evening, because I have some -- some very sad news for all of you -- Could you lower those signs, please? -- I have some very sad news for all of you, and, I think, sad news for all of our fellow citizens, and people who love peace all over the world; and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the

United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black -- considering the evidence evidently is that there were white people who were responsible -- you can be filled with bitterness, and with hatred, and a desire for revenge.

We can move in that direction as a country, in greater polarization -- black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand, and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion, and love.

For those of you who are black and are tempted to fill with -- be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States. We have to make an effort to understand, to get beyond, or go beyond these rather difficult times.

My favorite poem, my -- my favorite poet was Aeschylus. And he once wrote:

Even in our sleep, pain which cannot forget
falls drop by drop upon the heart,
until, in our own despair,
against our will,
comes wisdom
through the awful grace of God.

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love, and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King -- yeah, it's true -- but more importantly to say a prayer for our own country, which all of us love -- a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times. We've had difficult times in the past, but we -- and we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; and it's not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

And let's dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world. Let us dedicate ourselves to that, and say a prayer for our country and for our people.

Thank you very much.

--STOP YOUR TIMER--

How long did it take you to read this text (625 words) with $\geq 80\%$ retention?

- Under 1 Minute (Over 600 words per minute)
- 1:00 - 1:30 (400-600 words per minute)
- 1:30 - 2:00 (300-400 words per minute)
- 2:00 - 2:30 (250-300 words per minute)
- 2:30 - 3:00 (200-250 words per minute)
- Over 3 Minutes (Less than 200 words per minute)

(To get an exact number, divide 625 by the number of seconds on your timer, then multiple by 60. For example, if it took you 2 minutes 20 seconds, you would divide 625 by 140 seconds and multiply by 60, for a result of 268 words per minute.)

This speech is copyrighted material. View the original:
<http://www.americanrhetoric.com/speeches/rfkonmlkdeath.htm>

Question 2

Martin Luther King was shot and killed in

- Memphis, Tennessee
- Nashville, Tennessee
- Jacksonville, Florida
- Birmingham, Alabama

Question 3

The speaker gives his audience a choice between moving forward with greater polarization or making an effort to replace violence with understanding, compassion, and love.

- True
- False

Question 4

The speaker mentions that a member of his own family was also killed.

- True
- False

Question 5

The speaker shares his favorite poem, a work by the poet...

- Homer
- Aeschylus
- Socrates
- Robert Frost

Question 6

The speaker lists various things that the United States does not need. Which of these does he **not** mention?

- Division
- Hatred
- Violence
- Segregation
- Lawlessness

Question 7

Which of the following does the speaker urge the audience to pray for?

- The family of Martin Luther King
- Their own country
- Understanding
- Compassion
- All of the above

Question 8

The speaker remembered to thank his audience at the end of his speech.

- True
- False

Answers

1. Reading Speed: _____wpm
Reading Retention: _____%
2. Memphis, Tennessee
3. True
4. True
5. Aeschylus
6. Segregation
7. All of the above
8. True

APPENDIX 3: READING SPEED AND RETENTION TEST 3

Take this quiz only after you have been practicing your optimized, efficient saccades and broken the “sound barrier.” This should take a couple of weeks, so we recommend skipping the quiz for now if you intend to continue reading. Come back to it later to track your progress!

Question 1

Instructions:

Read the following text at the fastest speed you can, while attempting to remember and store at least 80% of the pertinent details. Use a timer, starting and stopping at the indicated points, to measure your speed. Once you have completed this question, you will be asked a series of questions that test your understanding and retention of the material.

--START YOUR TIMER--

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That is it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except

that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a

calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating...

--STOP YOUR TIMER--

How long did it take you to read this text (625 words) with $\geq 80\%$ retention?

- Under 1 Minute (Over 600 words per minute)
- 1:00 - 1:30 (400-600 words per minute)
- 1:30 - 2:00 (300-400 words per minute)
- 2:00 - 2:30 (250-300 words per minute)
- 2:30 - 3:00 (200-250 words per minute)
- Over 3 Minutes (Less than 200 words per minute)

(To get an exact number, divide 584 by the number of seconds on your timer, then multiple by 60. For example, if it took you 2 minutes 20 seconds, you would divide 584 by 49 seconds and multiply by 60, for a result of 715 words per minute.)

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I have measured and recorded my speed alongside my previous measurement - now test my comprehension!

Question 2

The speaker tells us he never...

- Graduated from college
- Attended college
- Understood why people go to college
- Regretted dropping out of college

Question 3

The speaker dropped out of _____ College after the first _____ months, but he stayed around for another 18 months or so.

Question 4

The speaker's biological parents gave him up because they wanted a girl.

- True
- False

Question 5

The speaker's biological mother insisted all of the following **except** that...

- Her child be adopted by college graduates
- Her child go to college
- Her child would grow up with siblings

Question 6

The speaker dropped out of college because...

- It was too expensive for his parents
- He didn't see the value in it
- He didn't know what he wanted to do in life
- He figured it would work out "OK"
- All of the above

Question 7

Which of the following did the speaker **not** do to get by after dropping out of college?

- Return Coke bottles
- Sleep on the floor
- Walk long distances
- Eat at a Hare Krishna Temple
- Sell artwork

Question 8

The speaker tells the story of how he became fascinated with one subject in particular: _____

Answers

1. Reading Speed: _____wpm
Reading Retention: _____%
2. Graduated from college
3. Reed, 6 months
4. False
5. Her child would grow up with siblings
6. All of the above
7. Sell artwork
8. Calligraphy

APPENDIX 4: WE WOULD LOVE TO HEAR FROM YOU!

If you have questions, comments, concerns, or any other type of inquiry, please reach out to us:

superlearner@jle.vi

GLOSSARY

Encoding – adding meaning to the information by converting it into something we understand: acoustic, semantic (meaning), or visual information.

Gordian knot: The Gordian Knot is a legend of Phrygian Gordium associated with Alexander the Great. It is often used as a metaphor for an intractable problem (disentangling an “impossible” knot) solved easily by cheating or “thinking outside the box” (“cutting the Gordian knot”).

Life Hacking: Refers to any trick, shortcut, skill, or novelty method that increases productivity and efficiency, in all walks of life. It is arguably a modern appropriation of a Gordian knot - in other words, anything that solves an everyday problem in an inspired, ingenious manner

Marker: Mental images that have been created and imbued with details, which are used to represent specific information

Neurons: Electrically excitable cells that transmit information using electrochemical signals

Polyglot (noun): A person who speaks, writes, or reads a number of languages

Retrieval –accessing the newly-stored information, thereby solidifying its neural connections and integrity

Saccade (noun): A rapid movement of the eye between fixation points

Storage – transferring the encoded information from working memory to short term memory and (hopefully) to long term memory

SuperLearner (noun): One who is repeatedly able to synthesize, understand, and retain vast amounts of information in abnormally short periods of time. A SuperLearner is a person who desires to take learning to the next level by acquiring skills that enhance reading speed, comprehension, and memory

Synapse: These electrically excitable cells process and transmit information using electrochemical signals. These signals are called synapses. Synapses are specialized connections between the cells.

ABOUT THE AUTHORS

JONATHAN A. LEVI SUPERLEARNER (800+WPM), LIFE HACKER, ENTREPRENEUR, INVESTOR



Jonathan Levi is an experienced entrepreneur, angel investor, and lifehacker from Silicon Valley.

After successfully selling his Inc 5,000 rated startup in April of 2011, Levi packed up for Israel to gain experience in the Venture Capital industry. While in Israel, Levi enlisted the help of speed-reading expert and university professor Anna Goldentouch and machine learning expert Dr. Lev Goldentouch, who tutored him in speed-reading, advanced memorization, and more. Levi saw incredible results while

earning his MBA from INSEAD, and was overwhelmed with the amount of interest his classmates expressed in acquiring the same skill set. Since acquiring this “SuperLearning” skill, he has become a proficient lifehacker, optimizing and “hacking” such processes as travel, sleep, language learning, and fitness. He later collaborated with his tutors, creating the blockbuster *Udemy* course *Become a SuperLearner* among others. More recently, he has founded the *Becoming SuperHuman Blog & Podcast*, a spinoff brand of his successful online courses.

Levi has been featured in such publications and programs as the *Wall Street Journal*, *Nana10 Television*, *The Silicon Valley Business Journal*, *Bimmer Magazine*, *BMW Blog*, and Donna Fenn’s latest book, *Upstarts! How GenY Entrepreneurs are Rocking the World of Business and 8 Ways You Can Profit from Their Success*, among other blogs, podcasts, and publications.

DR. LEV GOLDENTOUCH, LIFEHACKER AND TECHNOLOGY GURU



Dr. Lev Goldentouch earned his PhD in machine learning and information theory when he was 27 years old. Understanding the similarities of machine learning and human super-learning allowed Lev to learn immense amounts of knowledge in many technological and cognitive subjects. Immediately afterwards Lev opened a consulting company, which offers its services to highly skilled individuals, agile startups and technological giants like Samsung.

The super-learning tools developed by Lev allow ordinary people to learn at 10 times the speed of their colleagues, and enable machines to solve extremely complex problems.

Lev is an active lifehacker, holds a number of patents, and is constantly looking for new and better ways to do things. He takes great pride in sharing his unique knowledge and experience with others.

Lev is also a prolific writer. Lev published several books and articles on various technical and cognitive subjects, creativity and languages. Lev's blog www.keytostudy.com holds a large number of insightful advices, training exercises and useful resources.

PROF. ANNA GOLDENTOUCH, EDUCATION GURU



Prof. Anna Goldentouch started teaching super-learning skills when she was 17 years old. Anna developed the super-learning abilities as a tool to deal with personal dyslexia, after taking several courses on super-learning. After finishing advanced degrees in education and sociology, Anna started to teach in Bar Ilan and Ben Gurion Universities in Israel. Anna's courses on speed reading, memory development and didactic techniques are extremely popular with students. Anna also provides consulting services and

training for various large companies and government services.

Anna made it her mission to teach people how to learn in a better, more efficient and fulfilling way.

Anna provides 1:1 Skype sessions for students all over the world, seminars for institutions, corporate bodies and government organizations. Anna's ability to create extremely effective custom-tailored learning strategies saved countless hours to tens of thousands on Anna's students. Anyone in need of Anna's advice can write to info@keytostudy.com

OTHER BOOKS AND COURSES

Become a SuperLearner: Learn Advanced Memory & Speed Reading (90% Off): <http://jle.vi/1j>

Become a Speed Demon: Automation & Efficiency to Reclaim Time (90% Off): <http://jle.vi/1k>

Become a Travel Wizard: Learn to Game the System & Travel for Free (90% Off): <http://jle.vi/1l>